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Commentary Paper

My child's name is Mia and she is currently only 2 years old. The way I was able to meet my focus child Mia was because of my best friend. I remembered her telling me that her cousin has a 2 year old and she would be happy to work with me on my observation for school. As soon as I got in contact with Mia's caregiver we scheduled time and dates where I would be able to either zoom call, she would send me videos, or when I was able to see them in person twice. Originally what was unique about my focus child is that for being in the stage of 'terrible twos' the child (from what I observed) was very sociable, and self-regulated. At times where she became frustrated with lifting heavy bins she would turn for her caregiver and ask for help and she would calm down right after. Mia had no problem in changing routines when I have to observe her fine & gross motor development; she was just finishing having her snack and when her caregiver asked her questions on what's he wanted to do next she had not problem in jumping into the activity. The changes that I noticed in the child's development over the course of the semester is how Mia would always try to reach for the bin or marker or blocks herself, but her caregiver would do it instead. Mia didn't have enough strength in her arms to carry the heavy bin by herself, however after a while she's been able to hold it for seconds longer than at the start of my observation. Yes her caregiver will still help her with putting the bin on the ground or the table, but Mia was able to hold the bin before she gave up. If I was to continue observing Mia

I'm positive that she would soon be able to carry the bin herself to her destination. Using the focus child can help me with set up a physical, interpersonal, and temporal environment because with having an art area, kitchen area, or even a book area can cause a interpersonal environment where the children are communicating among themselves whether is about the colors they are choosing, the food they are cooking, or what book is their favorite. With physical having these children furniture where they will be able to pick and lift up things by themselves or help from their peers and teachers. Temporal environment you can have a calendar chart on the wall where it says the days or the week and what is the day's weather with the schedule of what will be happening that day in class. Reciting the scheduling during arrival time and even throwing in the time of what activity ends and begins even if they might not understand. The children in the class will remember what was said in the morning from the teachers reminding them what is the next activity. For example, "I'm afraid it's time to clean up friends, but don't worry, remember we have art and crafts next and we will be writing letters to our loved ones..." What I learned most from my experience in observing my focus child is that their environment really matters, and building trust is the key component in children's development. Mia's environment was her room and the living room and it was decorated in her toys, toy bins, her electronics, and other materials that she used throughout her day. She was comfortable in her environment because she was able to spot her favorite items to play with and knew that it would always be there because she knew her caregiver was the one who put it there. Mia would go for lifting and picking up the items near her. This is where we get into trust, because of the trust that Mia has with her caregiver, she had no problem in getting help and changing her routine throughout the day. Trust and comfortability in the environment goes hand in hand because their classroom that these children will be in is like a second home to them. Without these two factors the child's development

won't really flourish because they didn't build a relationship with the teacher or the environment is just dull and it doesn't exhibit creativity. For children this provides a safe and secure environment where they can play and learn and build/learn these new developments also as, encouraging positive relationships, and building that trust relationship with those around them.